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ABSTRACT

This collection of six pamphlets reports the results of a survey intended to supply information about what teachers in various fields desire in classroom films to sponsors and producers of 16mm motion pictures. A separate pamphlet is included for each of the following fields: (1) vocational agriculture, (2) physical education, (3) home economics, (4) science, (5) social studies, and (6) the elementary school. Areas in which teachers expressed their preferences included film style, film length, film content, teachers guides and supplementary materials, and type of cast and narrator. Teachers' comments are also reported. (STS)

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WHAT TEACHERS WANT FROM SPONSORED FILMS

Modern Talking Picture Service

Research Report

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IR005843

MODERN TALKING PICTURE SERVICE / RESEARCH REPORT

What Vocational Agriculture Teachers Want From Sponsored Films

TR005-843

Modern Talking Picture Service

ABOUT THIS SURVEY

We undertook this survey in order to give the sponsors and producers of 16mm motion pictures some new and up-to-date information about film needs and interests in the high school agriculture curriculum.

The agriculture curriculum has broadened over the years and it seems likely that it will continue to do so. Farmers and farm workers are decreasing in numbers, but the numbers of agriculture workers like soil chemists and agriculture economists are increasing. Agribusiness has a major communications challenge in keeping its publics--farm and non-farm--knowledgeable and understanding.

Congress, meanwhile, has in recent years liberalized the Federal aid for vocational education that supports many--perhaps most--agriculture courses. That aid now covers many agriculture-related occupations (such as food processing) that were not originally included. Furthermore, the government has permitted teachers to reorganize the content of courses to make them general rather than specific, to appeal to non-farm as well as farm youth.

Few urban schools have been concerned with vocational agriculture. But as Clark, Klein and Burks put it in their book "The American Secondary School Curriculum": "Certainly in a world so dependent on agriculture a strong case could be made for including instruction in general agriculture education, particularly agriculture science, in the curriculum of every high school."

The questionnaire used in this survey was created and mailed by Modern Talking Picture Service, along with a film catalog, to a representative cross-section of U. S. high school vocational agriculture supervisors, at a random selection of schools around the country served by our film libraries. 321 questionnaires were returned with answers. The percentages given in this report are based on that figure.

Modern Talking Picture Service has circulated films to agriculture teachers for many years on behalf of the various companies, associations and other organizations that sponsor films. A copy of our latest catalog of agriculture films is available from any of the offices listed on the back of this report.

We hope that you find the report interesting and believe it could be the starting point for your next film production. If you have any questions about it, just Ask Modern.

--MODERN TALKING PICTURE SERVICE

FILM CONTENT

ON WHICH OF THE FOLLOWING SUBJECTS WOULD YOU LIKE TO HAVE FREE-LOAN SPONSORED FILMS?

Soil conservation	212 (66%)	Financing farm operations	115 (36%)
		Career opportunities	114 (36%)
Fertilizers & farm chemicals	183 (57%)		
Cattle management	176 (55%)	Water quality protection	93 (29%)
Farm shop skills	168 (52%)	Energy crisis	91 (28%)
Hog farming	167 (52%)	Fruit, nut, vegetable business	90 (28%)
Insect control	160 (50%)	Agricultural history	90 (28%)
Forest management	159 (50%)	Federal government & agriculture	86 (27%)
Managing a farm business	149 (46%)	Rural social/recreation programs	84 (26%)
General agriculture for students not intending to pursue agriculture as a vocation	147 (46%)	Food processing & distrib.	83 (26%)
		Women & agriculture	80 (25%)
Land management	142 (44%)	Poultry raising	79 (25%)
Marketing farm products	137 (43%)	Lamb raising	79 (25%)
Selecting farm equipment	136 (42%)	Ocean farming	75 (23%)
Farm power	132 (41%)	Automotive education	66 (21%)
Hunting and fishing	131 (41%)		
		Nutrition	53 (17%)
Plant hybridization	125 (39%)	Home ownership	53 (17%)
Dairy farming	125 (39%)	Food storage	48 (15%)
Horses	119 (37%)	Wool growing	43 (13%)
Grain crops	117 (36%)	Meteorology	39 (12%)
		Health education	37 (12%)

The teachers were asked to specify any career opportunities of special interest. 14 wrote in horticulture. Another 13 wrote in floriculture, greenhouse management, turf management and landscaping. These somewhat related suggestions totalled 27, or 8% of the respondents to the survey. The other write-ins varied widely, with no particular trend.

The teachers were also asked to suggest other subjects than those on the rather extensive list above. Again, the only trend was toward horticulture and related subjects (greenhouse management, flowershop operations, nursery operations, landscaping, etc.), with 16 write-ins in all (5%).

Finally, the teachers were asked to identify the single most important subject. 25 (8%) specified farm management; 21 (7%) career education; 20 (6%) farm shop skills, agricultural mechanics, etc.; and 15 (5%) conservation of one kind or another.

FILM PRODUCTION TECHNIQUES

WHAT LENGTH FILMS DO YOU PREFER (RUNNING TIME IN MINUTES)?

1-10 minutes	0
10-15 minutes	6 (2%)
15-20 minutes	44 (14%)
20-25 minutes	81 (25%)
25-30 minutes	132 (41%)
30-40 minutes	80 (25%)
40-60 minutes	15 (5%)

The 25-30 minute category that tops this listing was also the first choice in our surveys of home economics, social studies, career guidance and business education teachers.

WHAT FILM STYLES DO YOU PREFER?

	Highest Interest	Considerable Interest	Indifferent
Documentary	122 (38%)	122 (38%)	31 (10%)
Drama	50 (16%)	98 (31%)	109 (34%)
Animated drawings	61 (19%)	118 (37%)	79 (25%)
Demonstration	216 (67%)	62 (19%)	10 (3%)

It's no surprise that demonstration is the most favored approach in a curriculum that involves the teaching of practical skills. Just as 67% of the teachers in this survey indicate "highest interest" in demonstration films, so did 64% in our home economics survey--whereas social studies teachers leaned heavily to documentaries. But of course the choice of a style for any particular film depends on the purpose of that film alone rather than on general preferences within the curriculum.

The figures here, as elsewhere in the survey, add up to more than 100% because of multiple selections.

FILM USE

WHICH OF THE FOLLOWING GROUPS USE FILMS IN YOUR SCHOOL OR DISTRICT?

Vo Ag classes	249 (78%)
Future Farmers of America	183 (57%)
4H Club	16 (5%)

We asked for write-ins of other film-using groups and found that the answers ranged well over the curriculum: 19 (6%) for science, biology and ecology; 8 for industrial arts and shop; 7 for home economics and family living; 7 for social studies and economics; 7 for career education. The greatest number of write-ins, however, was 23 (7%) for adult classes and groups.

YOUR JOB TITLE:

240 (75% of all respondents to the questionnaire) indicated that they were vocational agriculture teachers or similar titles. Only a scattering gave other titles, such as science teacher, shop teacher, audio-visual coordinator, principal.

GRADE LEVELS YOU TEACH:

9-12 exclusively	211 (66%)
9-12 plus lower grades	64 (20%)
8 and under	25 (8%)
Post-secondary and adult	25 (8%)

275 (86%) teach either exclusively or partially on the 9-12 grade level.

Of the 211 who teach exclusively at that level, 147 (46%) teach all four grades. 64 (20%) teach from one to three different grades within that range.

RELATED MATERIALS

DO YOU USE TEACHER'S GUIDES WHEN THEY ARE PROVIDED WITH FILMS?

Always	87 (27%)
Usually	190 (59%)
Rarely or never	35 (11%)

Note that 85% usually or always use the guides provided.

WOULD YOU LIKE TEACHER'S GUIDES--OR OTHER LITERATURE--TO BE PROVIDED ALONG WITH MORE FILMS?

259 (81%) indicated that they would.
Only 19 (6%) said no.

PLEASE INDICATE YOUR 1ST, 2ND AND 3RD PREFERENCES AMONG THE MATERIALS LISTED BELOW, CONSIDERED AS SUPPLEMENTS TO FILMS.

Many of the teachers simply gave us checkmarks instead of rankings, so we have not attempted to weight the answers. Here are the numbers of mentions:

Teacher's guide	239 (74%)
Wall chart or poster	169 (53%)
Test	128 (40%)
Student take-home literature	119 (37%)
Product sample	103 (32%)
Study prints	85 (26%)
Game	66 (21%)

This strong interest in collateral materials is shown also in each of our other curriculum surveys--home economics, social studies, business education and career guidance--as well as in private surveys made in connection with specific films.

COMMENTS BY THE RESPONDENTS

Our questionnaire asked for general comments and observations about agriculture films--and we got lots of them.

Many teachers say they like films because their students like them. "They are a change of pace that gets the students' attention with interesting educational facts." "Assist in keeping and improving students' interest in agriculture." "The students show more interest when films are shown." "In general, today students seem to be more oriented to the lessons in films."

The instructional values of films were often mentioned. "I have been very pleased with the quality of films as instructional tools." "Students need films to better understand many areas that I teach." "Films are a very fine way to supplement the classroom instruction in vocational agriculture." "I have been especially impressed with the information provided and the caliber of films produced. My students really enjoyed the films and received much valuable information to be used outside of the classroom setting." "Most films are interesting and help to provide more up-to-date information than can be found in books." "These films are one of the most valuable assets I can use in my classroom." "I find your films very educational and the students enjoy them." "Films have been getting better." "We need and like them." "Very valuable in teaching agriculture." "The majority of films are great and the service is fantastic."

One advantage of sponsored films collectively is their diversity. "These films are a fine teaching aid. They show and discuss many things which agriculture teachers often can't cover during the school year." "Vocational agriculture films are especially appealing to me because they're so diversified in their topics and do a much better job of explaining materials." "These films especially fit the areas not provided for in our district's selection" (that is, the films purchased by the school district). "Extremely helpful in providing a wider overview of varied aspects of agriculture."

Films lead to class involvement. "All of the films we have viewed have created good general discussion sessions." "They are used a great deal in the classroom to add colorful topics for discussion." "(Good for) open-ended discussions, relating personal experiences, exploring the world of work opportunities, inferring."

Some teachers offered advice. "Good films do not lecture--they show." "Factual, useful films are always appreciated." "Those that show men in conference tend to be boring. Those that demonstrate some principle or real-life situation are generally more interesting." "What we need is new films on changing aspects of agriculture." "Films that are of the best value are ones that come straight to the point and show how individuals can benefit by listening and watching the film."

The users of films are various. "I teach horticulture in a greenhouse within a Chicago suburb." "In our big city school, the kids need to know of farm products and the process of planting and harvesting. My efforts will be to expose them to nature from my skills as a part-time farmer. I have 60 acres." "I don't want films aimed only at those who'll be farmers. The other students, since this is an agricultural area, do like most vocational agriculture films."

SOME OUTSTANDING FILMS

We asked the respondents to name the best vocational agriculture film they recalled seeing in the past year. 101 different films were named.

The film named most often was Weyerhaeuser's TO TOUCH THE SKY, with 13 mentions. This 28½-minute color film shows how trees are grown and harvested and the environment protected. It stars Eddie Albert as on-screen narrator and was produced by National Television News.

The Pioneer Hi-Bred International Inc. film HYBRID VIGOR--KEY TO ABUNDANCE was named 9 times. This 28-minute color film illustrates the role of genetics in modern agriculture. Camera techniques include time-lapse photography and close-ups of seeds germinating and plants developing. It was produced by Joe Monroe Photography.

American Cyanamid's PROFITABLE PORK SELECTION drew 8 mentions. An 11½-minute color film, it describes what to look for in a modern meat hog. It was produced by the Audio Visual Production Department of Purdue University.

THE CHAROLAIS REPORT, sponsored by American-International Charolais Association, was selected by 7 respondents. A straightforward presentation of the story of the great white French breed of beef cattle from producer to consumer, this 27-minute color film is narrated by the late Chet Huntley.

DeKalb AgResearch's THE AMERICAN FARMER was the choice of 6 teachers. The 28-minute color film offers an over-all perspective on the farmer--his contributions to our way of life and his problems. It was produced by Arnold Associates.

The following films were all selected by 4 teachers: THE FARM (Remington Arms, Larry Madison Productions), ABC OF HAND TOOLS (General Motors), FARMING--A FAMILY AFFAIR (Ford Tractor Co.), 4-STAR FARMERS 1974 (Keystone Steel & Wire Co.) and CALIFORNIA PRUNES (California Prune Advisory Board, M/M Productions).

Deere & Company ranked high on the list with 11 mentions for various films.

MODERN TALKING PICTURE SERVICE / RESEARCH REPORT

What Physical Education Teachers Want From Sponsored Films

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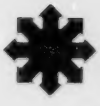

Modern Talking
Picture Service

ABOUT THIS SURVEY

We undertook this survey in order to give the sponsors and producers of 16mm motion pictures some new and up-to-date information about the film needs and interests in the high school health, physical education and recreation curriculum.

Like all areas of the school curriculum, this one is sensitive to the ongoing changes in our society and in education.

Physical education is a little difficult to define. In a limited view, it is devoted to what might be described with some oversimplification as physical fitness. In a broader view it includes also intramural and extramural or interscholastic athletics. And many modern physical education departments have built up their programs to the point where they are truly departments of health, physical education and recreation--with driver and safety education included as well. Indeed, a major professional society of teachers, affiliated with the National Education Association, is the American Association for Health, Physical Education and Recreation. The "job title" question in our survey throws some light on the educational audience we have reached.

The questionnaire used in the survey was created and mailed by Modern, along with a film catalog, to a representative cross-section of U. S. high school physical education supervisors, at a random selection of schools around the country served by our film libraries.

550 questionnaires were returned with answers. The percentages given in this report are based on that figure.

Modern Talking Picture Service has circulated films to physical education teachers for many years on behalf of the many companies, associations and other organizations that sponsor films. A copy of our latest catalog of physical education films is available from any of the offices listed on the back of this report.

We hope that you find the report interesting, and believe it could be the starting point for planning your next film production. If you have any questions about it, just Ask Modern.

MODERN TALKING PICTURE SERVICE

FILM CONTENT

ON WHICH OF THE FOLLOWING SUBJECTS WOULD YOU LIKE TO HAVE FREE-LOAN SPONSORED FILMS?

PHYSICAL EDUCATION

Volleyball	396 (72%)	Handball	155 (28%)
Physical fitness	386 (70%)	Hiking	148 (27%)
Basketball	368 (67%)	Slimnastics	144 (26%)
Gymnastics	364 (66%)	Dance--creative & social	144 (26%)
Track and field	336 (61%)	Cheerleading	137 (25%)
Softball	306 (56%)	Wildlife	126 (23%)
Tennis	305 (55%)	Diving	122 (22%)
Soccer	292 (53%)	Environment	117 (21%)
Sportsmanship	271 (49%)	Canoeing	112 (20%)
Wrestling	269 (49%)	Motorbiking	111 (20%)
Touch football	263 (48%)	Field hockey	111 (20%)
Archery	249 (45%)	Skiing	110 (20%)
Football	229 (42%)	Judo	109 (20%)
Golf	218 (40%)	Scuba diving	106 (19%)
Swimming	210 (38%)	Boxing	80 (15%)
Self-defense	206 (37%)	Roller skating	79 (14%)
Camping	198 (36%)	Horseback riding	79 (14%)
Table tennis	191 (35%)	Sailing	78 (14%)
Fishing	178 (32%)	Ice hockey	72 (13%)
Hunting	177 (32%)	Ice skating	62 (11%)
Baseball	175 (32%)	Drill team	47 (9%)
Bicycling	170 (31%)	Rowing	45 (8%)
Bowling	166 (30%)	Fencing	41 (7%)
		Twirling--rope & baton	36 (7%)

HEALTH EDUCATION

		Family living	130 (24%)
Alcohol, tobacco, narcotics	304 (55%)	Grooming	128 (23%)
Safety and first aid	302 (55%)	Dental care	106 (19%)
Body mechanics	219 (40%)	Eye care	93 (17%)
Sex education	205 (37%)	Foot care	86 (16%)
Personal hygiene	200 (36%)	Ear care	80 (15%)
Disease and illness	188 (34%)	Purchasing health services	40 (7%)
Nutrition	180 (33%)	Hospitals	28 (5%)
Mental health	151 (27%)	Home nursing	23 (4%)

Driver education, another subject sometimes taught under the supervision of the physical education department, was listed separately and drew 98 votes (18%).

These lists were so exhaustive that there was little response to the invitation which followed them to write in (1) recreational activities other than the sports and games listed above, (2) other health and physical education subjects, (3) subjects especially needing coverage in films for girls. There were, however, many requests for films for girls among the "general comments" at the end of the questionnaire (referred to later in this report).

FILM PRODUCTION TECHNIQUES

WHAT LENGTH FILMS DO YOU PREFER (RUNNING TIME IN MINUTES)?

1-10 minutes	4 (1%)
10-15 minutes	19 (3%)
15-20 minutes	90 (16%)
20-25 minutes	134 (24%)
25-30 minutes	234 (43%)
30-40 minutes	212 (39%)
40-60 minutes	28 (5%)

The 25-30 minute category that leads this listing was also the first choice in our other curriculum surveys: home economics, social studies, career guidance, business education. The strong interest here in longer films of 30-40 minutes, however, is exceptional.

WHAT FILM STYLES DO YOU PREFER?

	Highest Interest	Considerable Interest	Indifferent
Documentary	149 (27%)	196 (36%)	82 (15%)
Drama	94 (17%)	160 (29%)	131 (24%)
Animated drawings	82 (15%)	193 (35%)	116 (21%)
Demonstration	426 (77%)	93 (17%)	13 (2%)

Demonstration seems a logical choice of film style for many physical education subjects, though the size of the choice--77%--is somewhat surprising. By comparison, in another Modern survey home economics teachers--avid demonstrators--gave this approach a vote of 64%.

Whatever the general preference might be, of course, the choice of a film style depends on the specific assignment. A convincing dramatization of a sports story can motivate viewers strongly. Animated drawings have often been used to explain invisible processes or concepts in the health field. And much of the great documentary footage on sports subjects provides effective demonstration and real-life "drama" as well.

FILM USE

YOUR JOB TITLE:

We received a wide variety of responses to this write-in question. Many of them indicated that faculty members have multiple assignments and that responsibility for teaching health and physical education subjects may fall almost anywhere. For example, one respondent gave his duties as social studies/coach/physical education/driver education. Some other examples: Biology/health. Science/coach/physical education. Math/coach. Physical education/psychology/sociology. History/physical education/coach. Reading/physical education.

However, 66% (363) included physical education in their titles. (174) indicated only that they were physical education instructors, 19% (102) that they were physical education supervisors or chairmen and 16% (87) that they handled physical education plus other duties.

20% (110) included health in their titles, mostly in conjunction with physical education and other duties. 16% (91) were coaches, usually with additional duties. 11% (61) were athletic directors, usually with additional duties. And 5% (27) included driver or safety education in their titles.

GRADE LEVELS YOU TEACH:

60% (328) indicated that they teach on the 9-12 grade level--high school--in response to this write-in question. 26% (143) indicated grades 7 and 8. 14% (77) indicated grades 5 through 8.

DO YOU TEACH BOYS OR GIRLS?

94% (518) said they teach boys and 54% (295) said they teach girls. We did not try to ascertain how many teach one sex exclusively.

RELATED MATERIALS

DO YOU USE TEACHER'S GUIDES WHEN THEY ARE PROVIDED WITH FILMS?

Always	124 (23%)
Usually	335 (61%)
Rarely or never	70 (13%)

Note that 84% usually or always use the guides provided.

WOULD YOU LIKE TEACHER'S GUIDES--OR OTHER LITERATURE--TO BE PROVIDED ALONG WITH MORE FILMS?

76% (419) indicated that they would.
Only 4% (24) said no.

PLEASE INDICATE YOUR 1ST, 2ND AND 3RD PREFERENCES AMONG THE MATERIALS LISTED BELOW, CONSIDERED AS SUPPLEMENTS TO FILMS.

Many of the teachers simply gave us checkmarks instead of rankings, so we have not attempted to weight the answers. The numbers of mentions:

Teacher's guide	349 (63%)
Wall chart or poster	310 (56%)
Student take-home literature	222 (40%)
Test	161 (29%)
Product sample	122 (22%)
Game	122 (22%)
Study prints	117 (21%)

COMMENTS BY THE RESPONDENTS

Our questionnaire asked for general comments and observations about physical education films--and we got lots of them.

Many comments show that the educators think highly of film. "We feel that they are a necessary part of our curriculum." "We like to use them with each teaching unit." "Very educational. Helps explain things that are hard to explain to students. It stays with them when they see it with their own eyes." "Extremely helpful in teaching techniques, etc. Also they aid in giving a variety to classes."

Also: "They are very valuable to me as a motivational device and timesaver." "I've found that by showing films just prior to introducing a new activity, everything is made so much easier." "Help the student to be more aware and interested in the sport they are participating in." "I would use them as often as I receive the material." "Our school is grateful for such films because we have no money to rent films."

And still more: "We in education need your free-loan films to keep up with the changing times." "More films of this nature should be made available to schools." "More up-to-date and informative films in both health education and driver education are needed." "Need more films in the field of physical education. You have some very good titles listed." "I don't feel that there are enough films covering all activities."

A good many comments called for films to be basically instructional. "I make use of numerous free films, but more instructional ones are needed rather than informational or entertainment." "I'd like more films with actual demonstrations, how to do certain basic sports skills; films that are easy to understand and follow." "Need films that show techniques and basic skills more, like in wrestling, tennis, volleyball, football, soccer, etc." "Lots of slow-motion technique." "Stay with basics. Explain clearly and in detail." "Films usually go too far in development. There should be a beginner film for junior high and an advanced film for senior high." "Make them instructional in the area of fundamentals and then at the end show the completed product--the game."

On the other hand: "Most of the films I have used are mostly demonstrative in team sports. I would like to see more full game situations."

Who should appear in the film? There's a division of opinion. "Students become more enthused and interested in activity when they see it performed by highly skilled athletes." "The films are good--especially instructive films with pros doing the demonstrating." "For illustration, one would want the best." But: "Popular personalities such as Bill Cosby are dynamite as narrators." And: "Use students as demonstrators instead of highly skilled individuals. I'm afraid that physical education in too many schools is innovative. Ideally staged films become a farce." "Actual photographs of youth in action seem to appeal to most of my youngsters."

A number of respondents stressed this thought: "Films must be up to date. Should demonstrate modern techniques." It's easy to forget that sports change, but they do, and sometimes rapidly. Some notable examples are the pole vault, the high jump, swim racing and tennis (the two-handed shots popularized by Jimmy Connors and Chris Evert). The individual styles of outstanding athletes like Muhammad Ali, Pele, Julius Erving and the Chinese table tennis stars can have revolutionary impact on their sports, and in the classrooms and on the playgrounds of the nation.

"I would like to see more of the 'minor' sports presented," wrote one educator, and others agreed in various words. One specified "volleyball, gymnastics and tennis." For further light on this, we refer you back to the "Film Content" section at the beginning of this report. There were also calls for films related to lifetime activities, for which many so-called minor sports are appropriate. "Our school is active in the 'lifetime sports' program. We have a great need for film and other material in these activities." "We are putting in a lifetime sports unit. Your films would sure come in handy to start our program." "Films should stress importance of carry-over value of physical activities."

Some miscellaneous ideas: "I believe the films should be presented on the idea that physical education activities should be fun and a personal challenge." "Some lightness or humor keeps attention better." "An occasional animated film keeps students' interest." "Some of the ones which are limited to specific age groups could just as well be used at other levels."

FILMS FOR GIRLS:

There were so many comments on this subject that they seem worth special attention.

"Physical education films especially for girls are difficult to find." "I feel physical education films, especially for girls, are very much needed. Those which may be available now are so outdated, rules-wise, they are really of no use." "Need films with girls who are modern, up to date, do not appear to be 'masculine,' and have broad spectrum of society, black, white, oriental, big girls, fat girls, skinny girls."

"Most I've seen are for boys or with boys demonstrating." "Girls' physical education classes need girls in the films--not boys." "Use more girls demonstrating. How about one of each sex?" "The quality of films for women's sports has been terrible these last few years. It's about time someone made some modern and interesting films we can use."

"Need more choices for girls." "I'd appreciate a good movie on girls' field hockey." "Need more for girls, e. g., basketball, volleyball, softball."

What Home Economics Teachers Want From Sponsored Films

81% want films on food and cooking
68% prefer film lengths of 21 - 30 minutes
74% would like to see well-known personalities appear on-screen
94% want Collateral Materials to use with films

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Modern Talking
Picture Service

HOME ECONOMICS TEACHERS TALK ABOUT THE FILMS.

"Excellent films. I could not teach effectively without your service."

-- Warrenton, Virginia

"Your films and supplementary literature greatly enriches our home economics program. Students today are captivated by visual presentation."

-- Brooklyn, New York

"In a media based society, films are a key to much learning that takes place. Film is a means of teaching students to whom books and talk are deafening."

-- Cleveland Heights, Ohio

"My students (and myself included!) really enjoy the films. We learn new ways of doing things, and new products to use."

-- Orlando, Florida

"Without these films there would be a void in the classroom and motivation would be much more difficult."

-- Carter, Oklahoma

ABOUT THIS SURVEY...

We undertook this survey in order to give film sponsors and producers some new and up-to-date information about the film needs and interests in the home economics curriculum. Like all areas of the curriculum, home economics education is sensitive to the ongoing changes in our society and in our schools.

The questionnaire used in this survey was created by Modern Talking Picture Service and mailed, along with a film catalog, to a representative cross-section of U.S. high school home economics supervisors, at schools around the country served by our film libraries. We tabulated the first 1,000 questionnaires that were returned. The percentages in the report are based on that figure.

Modern Talking Picture Service has circulated films to home economics teachers for many years on behalf of the many companies, associations, professional societies, government agencies and other organizations that sponsor them as part of their public information programs. A copy of our latest catalog of home economics films is available to you free from any of the offices listed on the back of this report.

We hope that you find the report interesting, and believe it could be the starting point for your next film production. If you have any questions about it, just ask Modern.

SOME FACTS ABOUT THE HOME ECONOMICS AUDIENCE...

GRADE LEVELS

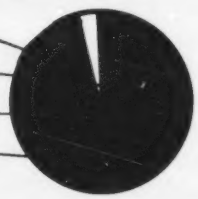
We asked, "On what grade levels do you or would you use suitable free-loan motion pictures." Respondents said:

7	403	(40%)
8	522	(52%)
9	636	(64%)
10	557	(56%)
11	590	(59%)
12	589	(59%)

BOYS IN CLASS

There are reports of an increasing number of boys in home economics classes (just as there are more girls in industrial arts classes), so we asked what percentage of their home economics students are boys. A considerable number, enough to give film sponsors some new ideas.

No boys in class	163	(16%)
1-25% of class is boys	480	(48%)
26-50% of class is boys	281	(28%)
Over 50% of class is boys	58	(6%)



COMMENTS . . .

"Our program is now coed, required for all students."

-- Galva, Illinois

"Home economics is a growing field for men and boys would benefit greatly by the use of films."

-- Placerville, California

TEACHER'S EXPERIENCE

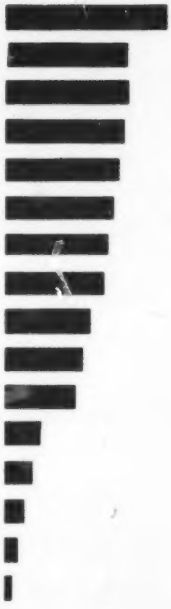
We asked the teachers to tell us how many years of teaching experience they had, counting the current school year as one.

1 year	40	(4%)
2-5 years	320	(32%)
6-10 years	240	(24%)
11-20 years	300	(30%)
21-30 years	90	(9%)
Over 30 years	10	(1%)

ABOUT FILM CONTENT...

Our questionnaire offered the following list of subjects and asked the teachers to check any on which they would like to have free-loan sponsored motion pictures. The figures show the number of those who checked each subject and the percentage of respondents.

Food and cooking	812	(81%)
Child development	734	(73%)
Clothing	729	(73%)
Family living	707	(71%)
Personal relationships	702	(70%)
Home furnishings & decorating	692	(69%)
Toiletries & grooming	571	(57%)
Housing	562	(56%)
Careers for women	504	(50%)
Home appliances	488	(49%)
Sex education	441	(44%)
Drug abuse	236	(24%)
World cultures	197	(20%)
Environment & conservation	152	(15%)
Urban problems	75	(8%)
Automobiles & driving	72	(7%)



TEACHERS COMMENT ABOUT FILM CONTENT AND SUBJECTS...

"Students enjoy seeing the 'inside' of industry and careers - - teachers easily relate some aspect to several units of the course."

- - Monroe, Iowa

"Films to 'take' viewers to places we might not otherwise experience. We like to take a field trip without leaving the class."

- - Stafford, Virginia

"Housing, home furnishings, appliances and clothing films are terrific consumer education teachers if stress is placed on 'buying and care of.' "

- - Marfa, Texas

"Films on Family Living related areas . . . "

- - Bruning, Nebraska

"Films for developing attitudes and values. Aids to explain the needs of the family, and preparation for homemaking."

- - Chicago, Illinois

ABOUT THE PRODUCTION...

WHAT IS THE PREFERRED FILM LENGTH?

1-10 minutes	12 (1%)
11-20 minutes	223 (22%)
21-30 minutes	676 (68%)
Over 30 minutes	114 (11%)

A running time of a half-hour or a little less has also topped our polls of teachers in social studies, science, career guidance, business education, physical education and vocational agriculture.

WHAT IS THE PREFERRED FILM STYLE?

	Highest Interest	Considerable Interest	Indifferent
Documentary	151 (15%)	383 (38%)	366 (37%)
Dramatization	504 (50%)	389 (39%)	40 (4%)
Animation	337 (34%)	387 (39%)	201 (20%)
Demonstration	523 (52%)	374 (37%)	46 (5%)

The demonstration approach seems a natural for many home economics subjects, and it easily topped the list when we surveyed teachers in the field several years ago. But note that dramatization is now virtually equal with it. Perhaps this reflects a desire for more *human interest* in teaching films. And perhaps it has something to do with the problem of capturing and holding student interest.

WHO WOULD TEACHERS LIKE TO SEE ON SCREEN IN SPONSORED FILMS FOR HOME ECONOMICS CLASSES?

Academic home economists	329 (33%)
Home economists from industry	495 (50%)
Well-known personalities with whom students can identify (such as sports and music stars)	739 (74%)

In our other curriculum surveys, too, teachers have tended to down-grade academic specialists as screen performers. The preference here for well-known personalities is another indication that teachers need material that is interesting and relevant to the students.

TEACHERS COMMENT ABOUT THE PRODUCTION...

"Films using animation are not dated so quickly, and over a period of years retain student interest."

-- Middlebury, Indiana

"... Students respond favorably to films with good information and 'soft peddled' advertisements far more than 'over selling' of a product."

-- Raleigh, North Carolina

"Professional personalities appearing, by film, in my classroom adds zest."

-- Columbia, South Carolina

"They must be up-to-date and relevant."

-- Harlan, Iowa

"Re-inforce the male image in a traditional female class."

-- Waukesha, Wisconsin

ABOUT COLLATERAL MATERIALS...

WOULD TEACHERS BUILD A MINI-COURSE AROUND ONE OR MORE FREE-LOAN FILMS?

We asked if a useful mini-course could be built around one or more free-loan films. The answer was overwhelming:

Yes	924	(92%)
No	34	(3%)

DO TEACHERS WANT COLLATERAL MATERIALS TO USE WITH THE FILMS?

Yes	936	(94%)
No	15	(2%)

WHAT COLLATERAL MATERIALS DO HOME ECONOMICS TEACHERS PREFER?

We offered the following list of possible support materials and asked the teachers to check "highest interest," "considerable interest" or "little interest" for each. The responses below indicate "highest interest."

Games or puzzles	738	(74%)
Teacher's guides	720	(72%)
Product samples	674	(67%)
Spirit masters for student projects	653	(65%)
Literature for students	590	(59%)
Wall charts/posters	516	(52%)
Review filmstrips	348	(35%)
Tests	311	(31%)
Study prints	228	(23%)
Videocassettes	210	(21%)
Review slides	149	(15%)

Obviously, there's a good opportunity here for film sponsors to gain extra attention for and involvement with their films and their messages . . . an opportunity that can be implemented in almost limitless ways.

TEACHERS COMMENT ABOUT COLLATERAL MATERIALS...

"Creates interest, incites discussion. Literature is taken home for parents to read."
-- Hermansville, Michigan

"Supplementary materials are excellent for discussion after the film is shown."
-- Franklin, Massachusetts

"With student literature the benefits are greater." *-- Madison, Illinois*

"Supplementary materials are of high interest to the students." *-- Camp Springs, Maryland*

"They help retention of subject matter." *-- Oberlin, Ohio*

"Of course we are supposed to play down the advertising, but if there is literature to pass out, it speaks for itself."
-- Rattan, Colorado

What Science Teachers Want From Sponsored Films

- 86% use Collateral Materials.
- 79% said a mini-course could be built around a free-loan film.
- 54% want films on the impact of science on society.
- 50% prefer film lengths of 25 - 30 minutes.

"Sample materials, work-sheets and/or tests coordinated with films are most helpful in motivating students."

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TEACHERS TALK ABOUT THE FILMS.

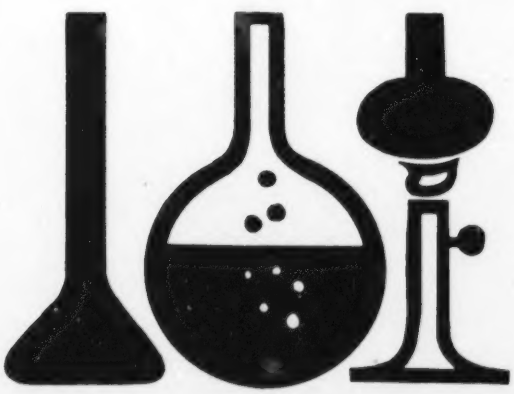
"The students and myself enjoy and learn from all the films we get from you. They are far better in all respects than the 'educational' films from our system's library."

"I have never been disappointed in any of your films. When applicable they are great in a unit. Otherwise they provide meaningful 'sanity breaks' from the day-to-day grind. They hold the interest of all levels -- even the 'toughs' in our alternative school."

"These films provide a springboard for discussion about technology and its implications for man."

I involve the students in the film. If they can't participate in some way they stop listening."

"Sample materials, work-sheets and/or tests coordinated with films are most helpful in motivating students."



THE SURVEY ...

Why?

We undertook this survey in order to give film sponsors and producers some new and up-to-date information about the film needs and interests in the high school science curriculum. Like all areas of the curriculum, science education is sensitive to the ongoing changes in our society and in our schools.

Science education has special relevance for American industry, for it contributes to young people's concept of the role of technology in society.

How?

The questionnaire used in this survey was created by Modern Talking Picture Service and mailed, along with a film catalog, to a representative cross-section of U.S. high school science supervisors, at a random selection of schools around the country served by our film libraries. 607 questionnaires were returned with answers. The percentages are based on that figure.

Modern Talking Picture Service has circulated films to science teachers for many years on behalf of the many companies, associations, professional societies, government agencies and other organizations that sponsor them as part of their public information programs. A copy of our latest catalog of science-related films is available free from any of the offices listed on the back of this report.

We hope that you find the report interesting and believe it could be the starting point for your next film production. If you have any questions about it, just Ask Modern.

WHO USES SPONSORED FILMS?

JOB TITLES:

280 (46% of all respondents to the questionnaire) replied to this write-in question that they are science teachers and 242 (40%) that they are science department heads. Another 50 are simply "teacher" and 15 are science coordinators. Very few gave other titles such as administrator or media coordinator.

GRADE LEVELS:

In response to the question of grade levels, 533 (87%) indicated that they are involved in teaching somewhere on the high school level -- grades 9 - 12. 397 (65%) of those teach only within those grades, while 136 (22%) teach lower grades as well. 146 (24%) teach all four high school grades. And all of them use sponsored films because . . .

"Since many teachers deal with students who have had very little exposure to science and its role in society, and since many of these students are very poor readers, films are a very useful tool."

DO SCIENCE TEACHERS THINK A USEFUL MINI-COURSE COULD BE BUILT AROUND ONE OR MORE FREE-LOAN FILMS?

Yes 481 (79%) No 59 (10%)

We asked the teachers to write in the most suitable subject for a mini-course. 133 (22%) said environment, ecology or similar title. 85 (14%) suggested biology-related subjects, including drug and sex education. Energy rated 34 votes (6%), space science/astronomy 29 (5%) and oceanography with 25, career science education with 23 and weather/meteorology with 22 each earned 4%.

ARE SCIENCE TEACHERS INTERESTED IN BOOKING A SERIES OF SPONSORED FILMS?

Yes 481 (79%) No 46 (8%)

We asked the teachers to suggest the ideal number of films in a series, and 344 (58%) put it at something between 1 and 10. 199 (33%) of those put it between 1 and 5.

OUR QUESTIONNAIRE ASKED FOR GENERAL COMMENTS AND OBSERVATIONS ABOUT SCIENCE FILMS —— AND WE GOT LOTS OF THEM.

"Your science films provide more current information and substitutes for distant field experiences."

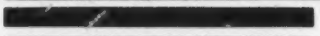
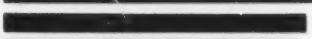
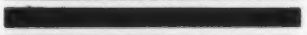
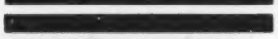
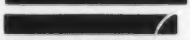
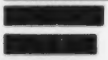
"I find the films useful in showing things that children never see in real life."

"I have learned a great deal from them myself."

"I have seen few that I could not use in the class."

ABOUT FILM CONTENT. . .

TEACHERS CHECKED THE FOLLOWING SUBJECTS ON WHICH THEY WOULD LIKE TO HAVE FREE-LOAN SPONSORED FILMS:

Environment	408 (67%)	
Oceanography	388 (64%)	
Weather and climate	348 (57%)	
The scientific method	343 (57%)	
Astronomy	331 (55%)	
How and why to study science	330 (54%)	
Impact of science on society	327 (54%)	
Great scientists	324 (53%)	
Energy	319 (53%)	
Natural resources	295 (49%)	
History of science	295 (49%)	
Space science	281 (46%)	
Typical working scientists	252 (42%)	
Understanding drugs	240 (40%)	
Health education	217 (36%)	
Nutrition	205 (34%)	
Anthropology	204 (34%)	
Science in industry	199 (33%)	
Sex education	191 (31%)	
Women and science	187 (31%)	
Career opportunities	185 (30%)	
Agriculture	147 (24%)	
Machines	127 (21%)	
Photography	121 (20%)	
Electronics	113 (19%)	
Aviation	105 (17%)	
Synthetics	102 (17%)	
Engineering	78 (13%)	
Psychology	77 (13%)	
Communications	72 (12%)	
Guidance re further education	47 (8%)	
Data processing	44 (7%)	
Profiles of industries	36 (6%)	
Profiles of companies	22 (4%)	

The teachers were asked to specify any *career opportunities* of special interest. Of 139 write-ins, 52 mentioned biological and related fields, including medical and paramedical. The other 87 were spread over a wide variety of choices, including chemistry, data processing, ecology, oceanography, geology and electronics.

The teachers were also asked to suggest *other subjects* for films, and here again biology and related specialties topped the list, with 71 of the 175 write-ins. Earth sciences and ecological subjects together tallied 42, followed by physics and its specialties with 21 and chemistry with 16.

Finally, the teachers were asked to name the subject *"most in need of free-loan films."* Once again biological subjects were dominant, involving 99 of the 354 write-ins. The other leaders were physics, 36; ecology and environment, 32; chemistry, 31; earth and space science, 30; and career education, 18.

TEACHERS' COMMENTS ABOUT FILM CONTENT AND SUBJECTS

"It's most important to give kids experiences through films, not lay on a heavy educational or commercial message."

"Don't preach -- it turns kids off. Let them draw their own conclusions from the facts."

"I'd like to see more science films that teach a concept rather than such general films on the energy problem, pollution, generalized industry, etc."

"I'm pleased with the excellent offerings on environmental topics."

ABOUT THE PRODUCTION ...

WHAT IS THE PREFERRED FILM LENGTH?

1-10 minutes	3 (.5%)
10-15 minutes	16 (3%)
15-20 minutes	77 (13%)
20-25 minutes	168 (28%)
25-30 minutes	303 (50%)
30-40 minutes	185 (30%)
40-60 minutes	27 (4%)

The 25-30 minute category that tops this listing was also the first choice in our other curriculum surveys: home economics, social studies, career guidance, business education, physical education, vocational agriculture.

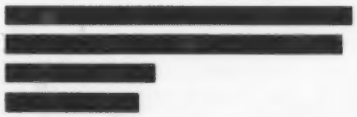
WHAT IS THE PREFERRED FILM STYLE?

	Highest Interest	Considerable Interest	Indifferent
Documentary	247 (41%)	231 (38%)	76 (13%)
Drama	134 (22%)	205 (34%)	164 (27%)
Animated drawings	215 (35%)	239 (39%)	84 (14%)
Demonstration	281 (46%)	208 (34%)	54 (9%)

This is a remarkably *even spread* of preferences, compared to those expressed in some of our other surveys. While *demonstration* is, not surprisingly, the film style most favored by science teachers, they also gave the *documentary* approach a higher vote than any group of teachers we've surveyed except those in social studies. And they topped all curriculum groups in their interest in *animated drawings*. The figures, by the way, add up to well over 100% because of multiple selections.

CHECK ANY OF THE FOLLOWING YOU WOULD LIKE TO SEE ON SCREEN IN SPONSORED FILMS FOR SCIENCE CLASSES:

Typical working scientists	263 (44%)
Famous scientists	258 (43%)
Master teachers	109 (18%)
Non-science personalities	98 (16%)



We have asked a similar question in several of our curriculum surveys. The science teachers are like the others in their lukewarm interest in academic personnel as film stars. *Unlike* other teachers, they are not very interested in using sports and entertainment personalities to capture student interest.

What they do want is scientists, workaday or legendary, living or dead. We asked for examples, and they said give them industrial chemists, oceanographers, medical technicians, even forest rangers; and many other "working scientists." Give them Jonas Salk and Werner von Braun, but also Einstein (top vote-getter) and Pasteur and Newton and Ben Franklin.

The many write-in responses to this question make it clear why science teachers are interested in documentary and dramatic films. And film styles that reach *all* their students.

"I am especially aware of the need for minority groups to be represented in a wide variety of occupations. Students need to be able to identify -- to picture themselves in such future occupations."

"High school girls would like to hear more women narrators of science films."

"We need more career-oriented films, especially with women on the job."

TEACHERS' COMMENTS ABOUT FILM STYLES ...

"In spite of obvious attempts to simplify narration, most narrators should use even more simple terms or explain the ones they use."

"Usually the best science films are most entertaining, like a TV show."

"Students are really turned off by too much talking, inane animations and overpowering musical background. Of course they love to hear their music, but only if it fits with the context of the film."

"Since they are so impersonal, films should be spectacular, colorful, action-filled, amusing to extreme for effective classroom usage. There is no point in attempting to do on screen what a classroom teacher can do live."

ABOUT COLLATERAL MATERIALS

DO SCIENCE TEACHERS USE GUIDES WHEN THEY ARE PROVIDED WITH FILMS?

Always	156 (26%)	
Usually	367 (60%)	
Rarely or never	58 (10%)	

Note that 86% usually or always use the guides provided.

WHAT DO TEACHERS SAY ABOUT GUIDES?

"In my open classroom, children are rarely at the same place in their learning. Your guides help provide a vehicle for large group discussion about something which the entire class has shared."

Susan Naimon, Shoreweek, Wis.

"Ample varied background material and collateral data for adapting and follow-up to differing ability groups."

G.L. Bowland, Brea, CA.

"Complete, concise, understandable. Valuable as an accompaniment to the film."

H.T. Riggs, Independence, MO.

"The literature is fresh, informative and understandable. It is like another preview of the film before its presentation. Even in areas in which the instructor is well-informed, extra coverage or help should always be welcome."

Great Onyx, Mammoth Cave, Ky.

"An excellent film made better because of the guiding questions."

Jim Gratz, N. Manchester, In.

"This pre-material is a great help. Thank you."

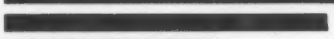
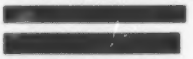
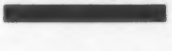
Joan Burba, Olney, Tx.

DO SCIENCE TEACHERS WANT GUIDES -- OR OTHER LITERATURE -- TO BE PROVIDED ALONG WITH MORE FILMS?

Yes	477 (79%)	
No	Only 30 (5%)	

SCIENCE TEACHERS INDICATED THEIR PREFERENCES AMONG THE MATERIALS LISTED BELOW AS SUPPLEMENTS TO FILMS.

Many of the teachers simply gave us checkmarks, instead of rankings, so we have not attempted to weigh the answers. Here are the numbers of mentions:

Teacher's guide	378 (62%)	
Wall chart or poster	337 (56%)	
Student take-home literature	216 (36%)	
Game	196 (32%)	
Test	191 (31%)	
Study prints	178 (29%)	
Product sample	171 (28%)	

WHAT DO SCIENCE TEACHERS SAY ABOUT COLLATERAL MATERIALS?

"The poster provided motivation and excitement. The written literature provided me with enough information so that a meaningful lesson could be prepared before viewing the film."

Janice Roule, New London, Ct.

"The pamphlet contained pertinent questions ... the poster created a lot of interest the day before showing."

Jim Davis, Wolf Lake, Il.

"Very helpful if the posters could be made available for all films."

L.M. Hanson, Los Angeles, CA.

"Many times students cannot comprehend the complete film. With this material it allows a student to go back and pick up things of interest which would have been lost. Handouts and additional materials increase interest and aid students' knowledge."

James Potts, Cameron, W.Va.

What Social Studies Teachers Want From Sponsored Films

75% want film lengths of 21 - 30 minutes
79% want to see well-known personalities appear on screen
92% want Collateral Materials to use with films

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Modern Talking
Picture Service

SOCIAL STUDIES TEACHERS TALK ABOUT THE FILMS.

"We have been highly pleased with your films. They hold the interest of the students and result in excellent questions and discussion."

–Warren, Minnesota

"Your films lift the student from the classroom and transport him into the world of industry, trade, or a life beyond his own – giving him a perspective on others and how the world operates around him."

–Sanborn, New York

"Films are a valuable educational device. Students today are so visually oriented that films hold their attention when other techniques fail."

–Athens, Illinois

"Excellent way to serve as go-between from business and the public."

–Nowata, Oklahoma

"As chairman of Social Studies department, it is great to have a resource. This is a tremendous help in bringing students a variety of points of view and new information."

–Lilburn, Georgia

"Films allow students to see and interpret in their own sense of values what is going on in this big, confusing world they will soon be competing in."

–Rye, Colorado

"Many times the appropriate film can do quickly and effectively things which a teacher cannot do alone in the classroom."

–Casper, Wyoming

ABOUT THIS SURVEY...

We undertook this survey in order to give film sponsors and producers some new and up-to-date information about the film needs and interests in the Social Studies curriculum. Like all areas of the curriculum–perhaps more than most–Social Studies education is sensitive to the ongoing changes in our society and in our schools.

The questionnaire used in this survey was created by Modern Talking Picture Service and mailed, along with a film catalog, to a representative cross-section of U.S. high school Social Studies supervisors, at schools around the country served by our film libraries. We tabulated the first 1,000 questionnaires that were returned. The percentages in the report are based on that figure.

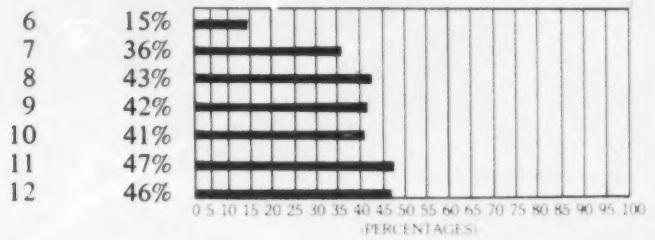
Modern Talking Picture Service has circulated films to Social Studies teachers for many years on behalf of the many companies, associations, professional societies, government agencies and other organizations that sponsor them as part of their public information programs. A copy of our latest catalog of Social Studies films is available to you free from any of the offices listed on the back of this report.

We hope that you find the report interesting and believe it could be the starting point for your next film production. If you have any questions about it, just ask Modern.

SOME FACTS ABOUT THE SOCIAL STUDIES AUDIENCE...

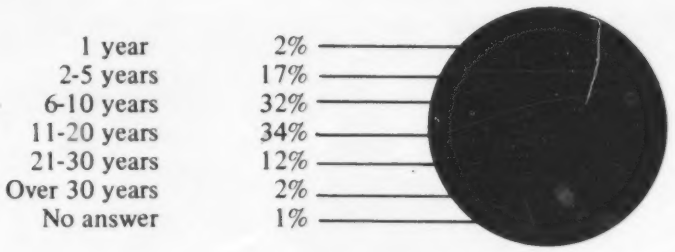
GRADE LEVELS

We asked, "On what grade levels do you or *would* you use suitable free-loan motion pictures?" They said:

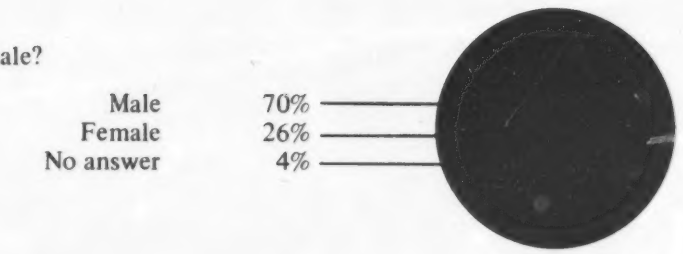


TEACHER'S EXPERIENCE

We asked the teachers to tell us how many years of teaching experience they had, counting the current school year as one.



Male or Female?



"Our Social Studies department–grades 7-9–uses your library many, many times during the year. It is our most important source of visual projection for geography, American history and world culture program."

–Charles City, Iowa

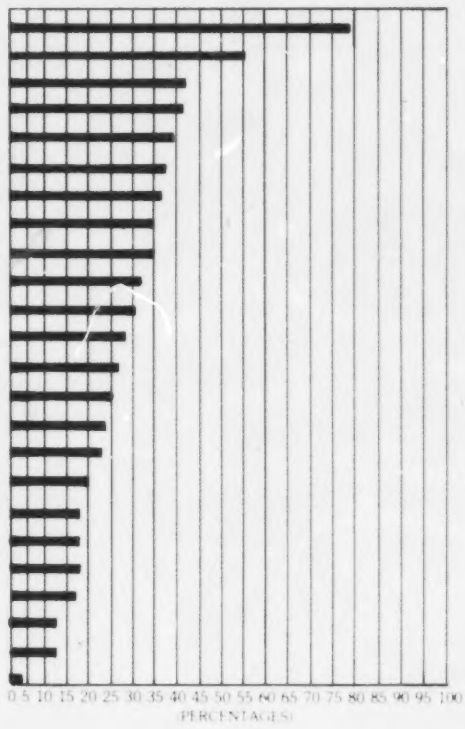
"The films are entertaining and enlightening for all age groups."

–Bridgeville, Pennsylvania

ABOUT FILM CONTENT...

Our questionnaire offered the following list of subjects and asked the teachers to check any on which they would like to have free-loan sponsored motion pictures. The figures show the percentage of respondents who checked each subject.

American history	79%
World cultures	56%
Citizenship	47%
American Indian studies	46%
Economics	40%
Free enterprise system	37%
Environment & conservation	36%
Urban problems	35%
Consumer education	35%
Economic geography	33%
Black studies	32%
Asian studies	28%
Industrial history	27%
Society & technology	25%
Positive approach to life	24%
Choosing a vocation	23%
Drug abuse	20%
Oneness of man	18%
Sex, courtship & marriage	18%
Family living	18%
International trade	17%
Modern communication	13%
Food and agriculture	13%
Driver education	4%



TEACHERS COMMENT ABOUT FILM CONTENT AND SUBJECTS...

"Excellent examples of a particular industry."

–Mukilteo, Washington

"Of particular interest is economics."

–Terre Haute, Indiana

"Especially films dealing with food and energy production."

–Seattle, Washington

"Some films to explain concepts, i.e. free enterprise, capitalism, etc."

–Fort Plain, New York

"Films on 20th Century U.S., consumer education, U.S. government, famous places and people anywhere."

–Lawrence, Massachusetts

"The most valuable service you can provide is to show students industrial, mining and agricultural processes. At the same time films should not be too obviously commercial."

–Houston, Texas

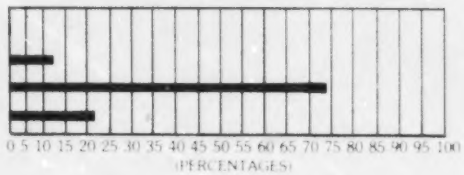
"Films produced by companies showing how their product works or how it is made."

–Kiel, Wisconsin

ABOUT FILM PRODUCTION...

WHAT IS THE PREFERRED FILM LENGTH?

1-10 minutes	.5%
11-20 minutes	13%
21-30 minutes	75%
Over 30 minutes	22%



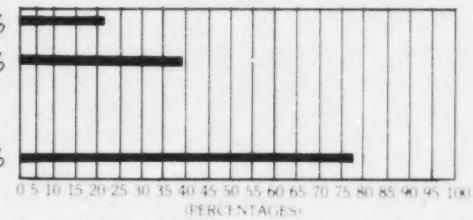
WHAT IS THE PREFERRED FILM STYLE?

	Highest Interest	Considerable Interest	Indifferent
Documentary	56%	32%	6%
Dramatization	51%	36%	6%
Animation	28%	36%	24%
Demonstration	18%	42%	26%

WHO WOULD TEACHERS LIKE TO SEE ON SCREEN IN SPONSORED FILMS FOR SOCIAL STUDIES CLASSES?

We asked the teachers which of the following they would like to see on screen in sponsored films for Social Studies classes, and this is what they told us.

Master teachers	22%
Government officials	40%
Well-known personalities with whom students can identify (such as sports and music stars)	79%



TEACHERS COMMENT ABOUT THE PRODUCTION...

"Unbiased documentaries are preferable."

–Paterson, New Jersey

"I need documentary and dramatized films."

–Acworth, Georgia

"The students enjoy the films, especially the ones with people they recognize."

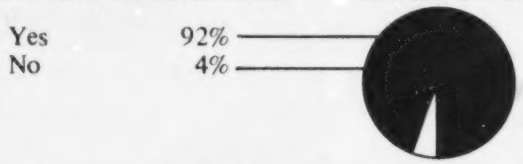
–Chicago, Illinois

"I appreciate superior quality of photography and the performances of actors."

–Joliet, Illinois

ABOUT COLLATERAL MATERIALS ...

DO TEACHERS WANT COLLATERAL ... ERIALS TO USE WITH FILM?



"Supplementary literature keeps the student's interest in a subject long after viewing the film."

–Latrobe, Pennsylvania

"Supplementary literature clinches the ideas in the film."

–Denver, Colorado

"To have materials along with films increases their educational value immensely."

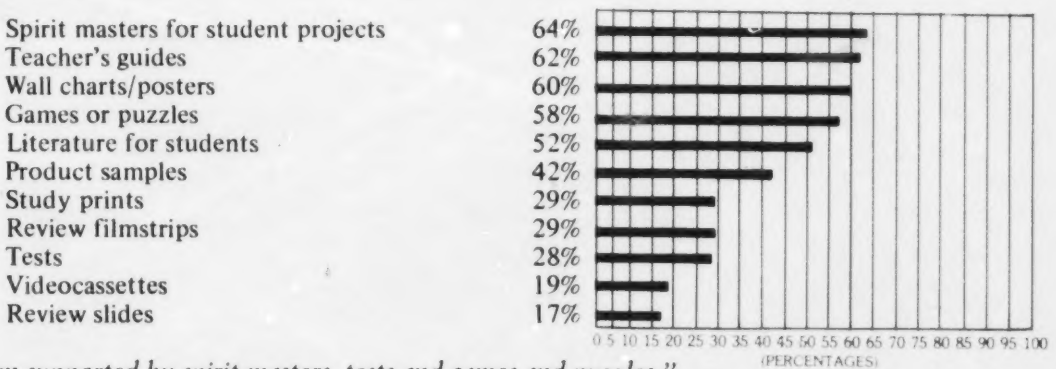
–Blakeslee, Ohio

"Free-loan sponsored films and supplementary literature are a great asset to the curriculum. It is very important to incorporate current audio-visual aids such as these into a course in order to motivate students."

–Carnegie, Pennsylvania

WHAT COLLATERAL MATERIALS DO SOCIAL STUDIES TEACHERS PREFER?

We offered the following list of possible support materials and asked the teachers to check "highest interest," "considerable interest" or "little interest" for each. The responses below indicate "highest interest."


Spirit masters for student projects 64%
Teacher's guides 62%
Wall charts/posters 60%
Games or puzzles 58%
Literature for students 52%
Product samples 42%
Study prints 29%
Review filmstrips 29%
Tests 28%
Videocassettes 19%
Review slides 17%
0 5 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100
(PERCENTAGES)

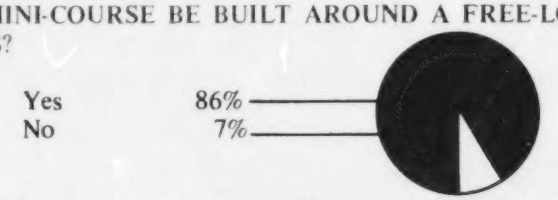
"Excellent when supported by spirit masters, tests and games and puzzles."

–Elsinore, California

"I feel supplementary literature makes film viewing most meaningful. Also, background reading and Teacher's Guides are most helpful for the Social Studies teacher to provide a well-rounded presentation."

–Akron, Ohio

COULD A MINI-COURSE BE BUILT AROUND A FREE-LOAN FILM AND COLLATERAL MATERIALS?



"I'm always able to build a lesson around one of your films."

–Navasota, Texas

"These films and materials stimulate more discussion."

–Brooklandville, Maryland

What Elementary School Teachers Want From Sponsored Films

95% said a mini-course could be built around a free-loan film

93% want Collateral Materials

74% have a high interest in animation techniques

56% prefer film lengths of 21 - 30 minutes

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TEACHERS TALK ABOUT THE FILMS.

"The majority of films, posters, games are a great aid in the classroom. They change the routine of the classroom and also add new information."
– Plymouth, Illinois

"At the primary grades pictures hold a large part of the key to learning. The films are a focal point from which many learning directions can be taken. Thank you for your services." – Weston, Ohio

"With the current trend toward negative feelings directed at business, I think free educational materials are a fabulous idea." – Blythe, California

"The concept of your program is excellent and much needed at the elementary level." – Concord, New Hampshire

"These films really help my program. They not only serve to reinforce my teaching but serve as curriculum enrichment. We encourage our parents to support the companies who provide these films." – Marengo, Illinois

ABOUT THIS SURVEY...

We undertook this survey in order to give film sponsors and producers a better insight into an important audience–elementary school students and teachers.

It is an important audience because it is a very large one and because it has become a surprisingly sophisticated one. Television has had an enormous impact on America's children. They take in so much information audio-visually at such an early age that they are ready for sponsored films sooner than they might once have been.

Furthermore, they are ready to *use* the information at an earlier age than formerly. It is not long before today's elementary school student will be spending, working, voting–participating fully in society.

Teachers know that sponsored films are good learning material to bring today's world into the classroom. And with the budget restrictions that all schools are feeling now, they are extremely appreciative of free-loan materials.

The questionnaire used in this survey was created by Modern Talking Picture Service and mailed, along with a film catalog, to a representative cross-section of U.S. elementary school teachers replying to our advertisement in Instructor magazine–a magazine directed to elementary school teachers. We tabulated the first 374 questionnaires that were returned. The percentages in the report are based on that figure.

Modern Talking Picture Service has circulated films to elementary schools as well as to secondary schools and other audiences for many years on behalf of the many companies, associations, professional societies, government agencies and other organizations that sponsor them as part of their public information programs. A copy of our latest catalog of films available to elementary schools is available to you free from any of the offices listed on the back of this report.

We hope that you find the report interesting, and believe it could be the starting point for your next film production. If you have any questions about it, just Ask Modern.

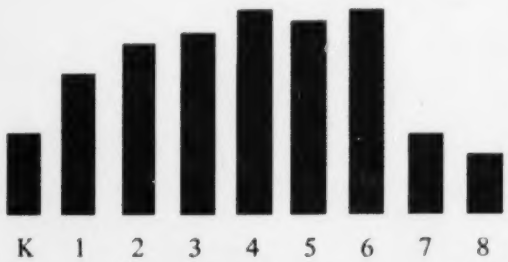
–Modern Talking Picture Service

WHO USES SPONSORED FILMS?

GRADE LEVELS

We asked, "On what grade levels do you or *would* you use suitable free-loan motion pictures?" And we made the range broad. The response:

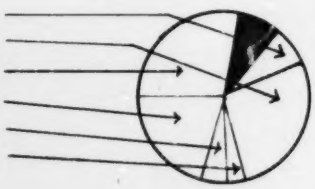
K	68 (18%)
1	98 (26%)
2	119 (32%)
3	129 (34%)
4	146 (39%)
5	140 (37%)
6	147 (39%)
7	66 (18%)
8	53 (14%)



TEACHER'S EXPERIENCE

We asked the teachers to tell us how many years of teaching experience they had, counting the current school year as one. Our thought was that the newer teachers might be more audio-visually oriented.

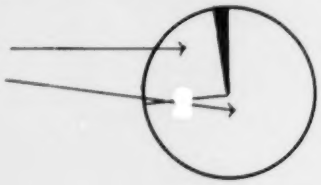
1 year	25 (7%)
2-5 years	121 (32%)
6-10 years	103 (28%)
11-20 years	84 (22%)
21-30 years	20 (5%)
Over 30 years	3 (1%)



MEN TEACHERS?

Do you think that elementary school teachers are almost all women? There is an effort to involve more men so that children will have a more representative introduction to life in the world outside their homes. We asked our teachers to indicate their sex. Here's their answer:

Male	83 (22%)
Female	277 (74%)

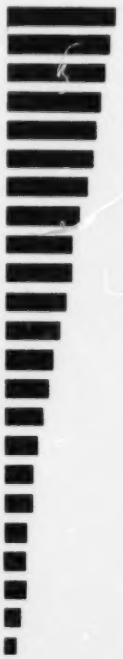


ABOUT FILM CONTENT...

Our questionnaire offered the following list of subjects and asked the teachers to check any on which they would like to have free-loan sponsored motion pictures. The figures show the number of those who checked each subject and the percentage of respondents.

As we explained on the questionnaire, these are just a few of the limitless subject-matter possibilities, but enough to help film sponsors gauge teacher interests.

Health & hygiene	242 (65%)
Food & nutrition	230 (62%)
The work people do	229 (61%)
Ecology & conservation	219 (59%)
Safety	215 (57%)
Great men & women	208 (56%)
Metric measurement	177 (47%)
American history	164 (44%)
Personal relationships	155 (41%)
World cultures	155 (41%)
Sports & fitness	146 (39%)
Clothing & grooming	136 (36%)
Art instruction & appreciation	117 (31%)
Ethnic studies	80 (21%)
Music instruction & appreciation	75 (20%)
Raw materials & industry	69 (18%)
Consumer information	60 (16%)
Agriculture	59 (16%)
Shop crafts	54 (14%)
Our technological world	52 (14%)
Personal money management	51 (14%)
Home economics skills	32 (9%)
Prices, wages, profits	28 (7%)



TEACHERS' COMMENTS ABOUT FILM CONTENT AND SUBJECTS.

"I have found ecology-related films to be pertinent and interesting."
– Virginia City, Nevada

"Films should contain information that covers a large age span and be of high interest quality. Movies not only enhance the curriculum but expand it with knowledge teachers don't have." – Davenport, Iowa

". . . Films about the different sections of the country and the history of our country." – Oak Ridge, Tennessee

". . . travel films or foreign countries . . . " – Bethlehem, Pennsylvania

"Would like to see more available on a wide range of topics with more emphasis on the K-3 level." – Coral Gables, Florida

ABOUT THE PRODUCTION...

WHAT FILM LENGTH DO TEACHERS PREFER?

1-10 minutes	26 (7%)
11-20 minutes	176 (47%)
21-30 minutes	210 (56%)
Over 30 minutes	34 (9%)

Not surprisingly, the shorter films have more appeal to the teachers of younger children than they do to high school teachers, as revealed in our other surveys. Still, the "21-30 minutes" category scored very high with elementary school teachers. Note, however, that this survey covers a wide range of grades, from kindergarten to 8th. We have not attempted to correlate running time preferences with grade levels, but it seems reasonable to suggest that the teachers would say, "The younger the students, the shorter the film."

WHAT FILM STYLE DO TEACHERS PREFER?

	Highest Interest	Considerable Interest	Little Interest
Documentary	55 (15%)	117 (31%)	147 (39%)
Dramatization	166 (44%)	151 (40%)	22 (6%)
Animation	276 (74%)	65 (17%)	11 (3%)
Demonstration	86 (23%)	191 (51%)	60 (16%)

It's no surprise, of course, that animation is the top-heavy favorite for elementary schools. By comparison, it scored considerably lower among high school teachers in our other surveys.

NARRATOR'S VOICES

We asked, "What kind of voice do you prefer for narration, if the narrator does not appear on screen but is simply heard?" We were thinking of the woman-oriented world of the young child and of the pressures of feminism. Here's what the teachers told us:

Man's voice	86 (23%)
Woman's voice	13 (3%)
Child's voice	25 (7%)
A variety of voices	277 (74%)

PEOPLE ON SCREEN

We asked, "What kind of people would you like to see on screen?" The response:

Teachers	46 (12%)
Actors	76 (20%)
Children	171 (46%)
Television personalities	121 (32%)
People from all walks of life	293 (78%)

In our other surveys, too, teachers have tended to downgrade teachers as screen personalities. Note the very strong vote for "people from all walks of life," as well as for "a variety of voices" above. Of course, these are good devices for capturing and holding student interest. But it may also mean, "Bring the world into the classroom for us."

TEACHERS' COMMENTS ABOUT THE PRODUCTION.

". . . 20 minute length is almost too long unless highly interesting."
– South Bend, Indiana

"I would like a variety of films. My children want to see films of real people and what happens to them."
– Carpentersville, Illinois

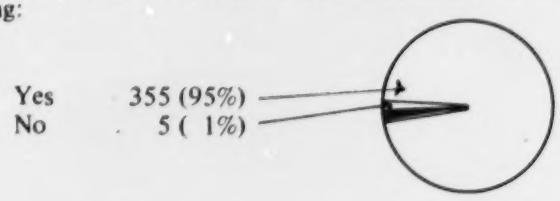
"Films for elementary schools should be brief, not presenting many concepts in one film, should have uncomplicated vocabulary and explanations. Music as an introduction or a gimmick to catch their attention is most effective."
– N. Dartmouth, Massachusetts

". . . color animation and up-to-date subject matter . . ." – Bedford, Mass.

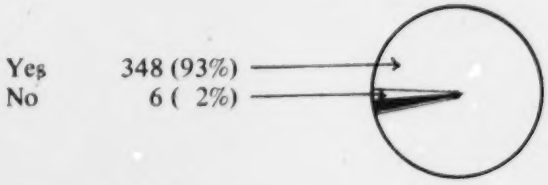
ABOUT COLLATERAL MATERIALS.

MINI-COURSES

We asked if a useful mini-course could be built around one or more free-loan films. The answer was overwhelming:



The response was similar when we asked if they would like free collateral or support material to help build this unit:



TYPICAL SUPPORT MATERIALS

We offered the following list of possible support materials and asked the teachers to check "highest interest," "considerable interest" or "little interest" for each. The responses below indicate "highest interest."

Games or puzzles	299 (80%)
Spirit masters for student projects	290 (78%)
Wall charts/posters	277 (74%)
Teacher's guides	248 (66%)
Product samples	240 (64%)
Literature for students	231 (62%)
Review filmstrips	135 (36%)
Study prints	132 (35%)
Videocassettes	85 (23%)
Tests	79 (21%)
Review slides	76 (20%)

There's a good opportunity here for film sponsors to gain extra attention for an involvement with their films and their messages . . . an opportunity that can be implemented in almost limitless ways.

WHAT DO ELEMENTARY TEACHERS SAY ABOUT COLLATERAL MATERIALS?

"I appreciate related materials to reinforce the film's message."
– Aurora, Missouri

"I especially like the support materials that go with it and extend the film lessons."
– Saugus, Massachusetts

"I enjoy your film service immensely. It adds a lot to our basic curriculum and I really feel any supplementary aid you can provide would be helpful."
– Medford, New York

"I definitely believe films should come with a teacher's guide of suggested easy to do follow up activities. It would be useful to have ditto masters in some cases."
– San Martin, California